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ABSTRACT

This manual for trainers provides a suggested course, along with background programming information, for personnel delivering recreation services to the homebound elderly. After assessing current needs, steps involved in the development of a homebound recreation program are considered along with agency administrative concerns. The actual planning and organization of a training program includes a consideration of both the program's purpose and the various types of agencies that might find this program useful, as well as such concrete items as local resources, a sample training schedule, training methods and evaluation. The training program itself should cover the homebound elderly's needs and characteristics, the agency service delivery method, an orientation to the value of recreation, program assessment, how to conduct an activity as well as modify and adapt it, various resource materials, and general instructions for the agencies. An assortment of forms and resources are included. (LS)

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RECREATION FOR THE HOMEBOUND AGING

TRAINER'S MANUAL AND RESOURCE GUIDE

by

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PREFACE

This **Trainer's Manual and Resource Guide** is designed to provide a suggested training course, along with background information essential to successful programming, for personnel delivering recreation services to the homebound elderly. Information neccessary for selecting and conducting leisure activities in the home is found in the companion booklet, the **Service Provider's Handbook**.

SECTION I

INTRODUCTION AND RATIONALE

This Manual and its accompanying Guide have been prepared as a means of encouraging the delivery of leisure services to the most vunerable members of our community—the homebound aging. It is assumed that the users of these materials will be a variety of agencies who are already delivering some type of service to the aging. The authors therefore expect their readers to have a knowledge of, and concern with, the special needs and problems of this group.

You have no doubt become aware of a lack of stimulating activity available to your homebound clients. Many spend their days lying in bed, watching television, or staring out the window. They may be difficult to motivate, depressed, or lonely. These materials seek to utilize therapeutic recreation as a new approach to dealing with the special needs of these isolated persons.

Benefits of Recreation

The proper use of leisure time can meet not only the **social** and **psychological** needs of the homebound; it can also meet **physical** needs. Elderly persons retain the ability to develop their knowledge, socialibility, physical activity and creativity. Recreation can be a unique channel for this development. Recreation can also alleviate problems of isolation. It can help clients renew their interest in, and contact with, the outside world. Many of the homebound elderly suffer from a loss of self-esteem. Rediscovering **past** interests and developing **new** ones can enable a person to see himself/herself as a valued resource of knowledge and ability for the community.

Homebound persons are generally restricted because of physical limitations or disabilities. Recreation can serve as a useful tool in physical rehabilitation. As service continues, your workers should notice that their clients are easier to work with and more pleasant because they now enjoy more hours of their free time each day. Therapeutic recreation can directly and indirectly aid your workers in achieving goals established for clients by your professional staff. It can strengthen rapport between client and worker. It can serve to develop self-help skills in the client.

Recreation programs have long been utilized in mental institutions, nursing homes, and rehabilitation centers. Their proven therapeutic value has made them an essential element of successful treatment. Therapeutic recreation for the homebound elderly is a logical extension of these services.

Although some homebound persons have little hope of returning to community life, others can be encouraged to move in this direction. Recreation activities that serve to increase client confidence and involve them with people outside their homes may be the first step towards greater independence. Those serving the homebound should do everything possible to make the transition from home to the outside world easier. They should always look for signs of readiness and refer clients to community recreation settings as soon as possible.

Service Delivery

The development of a separate local or state agency that would provide only recreation to the homebound is not financially feasible. Your agency has already established a network of service to the homebound elderly. The incorporation of recreation services to the homebound through your present staff, would not only avoid duplication of services, but could also aid your existing program. This incorporation could be effected through a simple in-service training program for your present staff, at very little cost of time or money. In fact, a recreation program may eventually be self-supporting, by bringing in additional revenue from external funding sources.

The training of recreation leaders is relatively easy to accomplish. Training sessions can take as little as an hour a day a few times a week. After that, occasional sessions every few months or so would serve to provide information on new techniques or solve problems that might arise in the execution of this program. The cost of recreation equipment can be quite high; however, many items can be obtained from donations and discounts, or be easily constructed. You may be able to discover existing talent among your staff—the nurse who sings and plays the guitar, the home health aide who sketches. These people, in addition to volunteers you may enlist from the community, can be excellent resources at no additional cost.

Finally, you might ask yourself to what extent your staff is presently involved in the leisure and recreational needs of their clients. You may find they are already attempting to deal with this problem, but feel overwhelmed by the requests of their clients. The major point of this training program will be to demonstrate how your staff can effectively utilize recreational activities for the homebound elderly. It is directed to administrators, supervisors, and trainers, and begins with suggestions for initiating a program within your community. The accompanying **Service Provider's Handbook** is designed to be used by those actually delivering service in the home.

SECTION II

STEPS TO DEVELOPING A HOMEBOUND RECREATION PROGRAM

STEP I- Develop a local resource file

The successful provision of recreation services to the homebound will require a cooperative community effort. Your first step, therefore, is to survey the service area to determine your resources. You will need to identify:

1. All agencies now providing assistance to the aging.
2. Civic, religious, or voluntary groups interested in working with the homebound.
3. Resource persons with skills in recreational activities.
4. Clubs or associations for hobbists.
5. Sources of supplies for various recreational pursuits.
6. The approximate number of homebound elderly.

The suggestions in section IV-C will help you in conducting the survey.

STEP II—Establish a planning committee

A planning committee of representatives from the various agencies, groups, and clubs is the next objective. This committee should discuss the appropriate contributions for each group. A number of supportive functions can be performed by agencies not actually delivering services. Referrals, publicity, transportation, training assistance, materials, and volunteers may all be discussed by the planning committee.

STEP III—Select delivery agency(ies)

Based on the deliberations of the planning committee, the responsibility of actually delivering recreation services will be determined. Although a single agency may assume this role initially, other agencies may wish to expand their services in this manner as well. As long as precautions are taken to avoid duplication of effort, this multiple agency approach may be the only way to reach large numbers of homebound individuals.

STEP IV—Conduct training

Training of agency staff is the next step. A recommended program is provided in this guide. Resource persons from your initial survey may

provide a great deal of assistance with planning and conducting training. Recreation professionals, particularly those already working with the elderly, should definitely be consulted. If more than one agency will be delivering services, a training session for the potential trainers might be held to utilize outside consultants most effectively.

STEP V—Deliver service.

Following training, staff can begin the processes of assessing leisure interests and selecting appropriate activities for individual clients. Administrators should work closely with their workers to set client goals and to locate necessary supplies and/or resource personnel for the activities chosen. Actual conducting of activities may be done by the worker, an outside consultant, a volunteer, or by the client on his/her own. Evaluative procedures should also be established at regular intervals.

SECTION III

ADMINISTRATIVE CONCERNS

The agency may wish to review some of its policies in relation to recreation and the homebound elderly.

A. **Safety**—This is a wide area for concern, however some of the common areas that workers/volunteers should become familiar with are:
   1. How to lift a client.
   2. How to provide physical restraints if necessary without injuring the client.
   3. The care and use of potentially dangerous equipment or materials (knives, medicine).
   4. Preparation for a fire emergency.
      a. Recognizing fire hazards.
      b. Having fire-fighting equipment ready.
      c. Extinguishing a fire.
      d. Evacuating self and client.

B. **Transportation**—Agencies that will provide transportation services to the homebound elderly should follow these guidelines for their drivers.
   1. A driver should have knowledge of the state motor vehicle code, geography of the local area, safe driving practices and basic preventive maintenance of motor vehicles.
   2. A driver should have the ability to operate a large and small bus with patience and skill, understand and carry out verbal instructions, maintain a calm, even disposition and be able to handle adults in wheelchairs and heavy braces.
   3. The driver should have a chauffeur's license, a Red Cross first aid certificate and a safe driving record.

C. **Insurance/Liability**—Each worker or volunteer should be aware of the insurance coverage that pertains to his particular situation. A worker or volunteer should understand the implications of insurance coverage for each of these situations.
   1. When a worker/volunteer injures a client.
   2. When a worker/volunteer injures a member of the general public during his assigned time to the agency.
   3. When a worker/volunteer injures himself or is injured by someone else during "work" time.

The laws vary from state to state and an agency should seek legal

counsel if there are any problems in this area. The agency should point out to the workers/volunteers the importance of safety on the job as it relates not only to the costs of insurance coverage but also to their personal health and the client's safety. Each worker/volunteer should understand the full scope of the problem.

D. **Organization**—Each worker/volunteer should know the agency's table of organization and where they fit into this. They should know what their specific responsibilities are and to whom they should report for any situation. They should also know who will evaluate their job or volunteer experience.

SECTION IV

HOW TO PLAN AND ORGANIZE A TRAINING PROGRAM

A. Purpose

The purpose of this manual is to serve as a guide in training both present and incoming personnel to provide recreation services to the homebound elderly. It is directed to administrators and trainers.

B. Types of Agencies That Might Use This Program

1. **Home Health Care Agencies—Visiting Nurses**
   a. Visiting Nurses provide comprehensive medical and nursing care delivered to the elderly (not excluding others) confined to their homes for medical reasons.
   b. Training sessions may be held at the beginning or end of shifts or during any time that may normally be allotted to in-service training.
2. **Homemaker-Home Health Aide Service**
   a. Home Health Aides provide basic daily living assistance to the elderly who may have acute or chronic problems. This service may last from one to two weeks or may continue for an indefinite period of time. Aides are supervised by a professional staff, usually nurses and/or social workers.
   b. The agency may elect to train only those aides who will work with chronic or long-term cases. Training may be given as part of the regular in-service program.
3. **Retired Senior Volunteer Program (RSVP)**
   a. This is a network of volunteers who are organized in many different ways. These volunteers are assigned to specific agencies.
   b. The program head should find out what talent already exists already among the staff and may train the rest. These volunteers may require additional training in order to orient them to safety precautions, agency policy, and limits of responsibility.
4. **State Department of Human Resources**
   a. This division of government may provide home health care, homemakers or social services to the elderly.
   b. Training may be made available to more than one type of worker if the agency delivers a variety of service.

5. **Senior Centers**
   a. Multi-service senior centers may provide a variety of services including outreach, home delivered meals and Senior Companions.
   b. Outreach staff or member volunteers might extend the Center recreation program to homebound seniors. See RSVP for suggestions about volunteer training.
6. **Title VII Nutrition Programs**
   a. These federally funded programs provide meals and social programs for seniors at Nutrition Centers. They may also provide home-delivered meals.
   b. The provision of recreation to homebound members is a logical extension of service but generally would require volunteer workers. Nutrition information could also be included in a home-based program.
7. **Church and other Service-oriented groups**
   a. Many service groups are concerned about the needs of "shut-ins". Church senior citizen clubs, for instance, might wish to visit homebound members.
   b. These programs would require competent leadership and careful training to provide quality service.
8. **Hospital home care programs**
   a. Some hospitals provide home care either as an alternative to hospitalization or following release from a hospital. Both social and medical needs are a concern.
   b. A recreation component could be added to this program under the direction of the hospital's recreation therapist.

C. **Local Resources**

Before beginning the training program, it is extremely valuable to assess the local resources. In many communities there exist a variety of people who are already working in the area of recreation and care for the aging. These people may be approached before setting up a training program or be contacted later for possible consultation or evaluation of ongoing programs. Some may be willing to be resource persons or even volunteer to teach activities or programs.

The organizations, agencies or personnel listed below are deemed most probable to be helpful to you in your training and program efforts. It is likely that not all of these agencies may be present in your community, but a fair number of them should be. It is important to keep a written record of who is contacted. A card file might be useful.

a. Local Park and Recreation Department or Commission

(could have a coordinator for aging programs or a therapeutic recreation coordinator)

b. Community Education Center or Program
c. Local Nursing Homes (ask for Activity Coordinator)
d. State Association or Society of Activity Coordinators
e. Nearby VA or State Mental Hospital, or Development Center for Retarded (ask for Head or Chief Recreation Therapist)
f. State Park and Recreation Society or Association—Therapeutic Branch
g. County or Regional Park and Recreation Society—Therapeutic Branch
h. Recreation, Leisure Studies or Physical Education Department of a College or University
i. State Music or Art Therapy Associations
j. County, State or Regional Office on Aging (may have a coordinator for recreation)
k. Local YMCA's or Senior Centers.

The rest of this list includes clubs or associations that could supply people with activity skill expertise or free supplies. Many of these clubs can be found in the Yellow Pages.

l. Garden Clubs or Horticultural Societies
m. Camera/Photography Clubs
n. Travel Clubs (pictures, posters, postcards, to homebound from members who travel)
o. Poetry Societies/Clubs
p. Quilting Clubs/Associations
q. Artists Association/League
r. Stamp/Coin Clubs
s. Bridge/Chess/Backgammon Clubs
t. Embroiderers Guild/Club
u. International Handicraft Groups
v. Historical Society/Club (may be useful in oral history program, see **Resource Guide**)
w. Genealogical Society (see above)
x. Citizens Band/Ham Operator/Clubs
y. Numerous Civic Organizations are concerned with various disabilities and recreation (Lions Clubs—Blind)

Note: The local library is not only an excellent source for the names and locations of these organizations, but is a good resource in itself. Many libraries have either developed a community directory or a

resource file or both. In addition, many libraries have bookmobiles which will deliver books and records to the homebound.

D. Sample Training Schedule

In an attempt to make this sample training schedule as realistic and appropriate as possible to your type of agency, such factors as time, expense, educational level of the workers or volunteers, equipment, and available training staff have been taken into consideration. Sessions usually last one hour and a variety of techniques are used to maximize the effect in the shortest amount of time. The training program can take as little as 12 hours, or be extended as long as you wish. Of course, you may modify the training schedule to suit your own needs. You may even elect to start the program with a portion of your staff, who in turn may assist in training the rest of the staff after they have had some experience in using recreational therapy with actual clients.

SESSION I (**1 hr.**) Introduction to the Training Program
SESSION II (**1 hr.**) Characteristics and Needs of the Homebound Elderly
SESSION III (**1 hr.**) Method of Agency Service Delivery
SESSION IV (**1 hr.**) Orientation to the Value of Recreation—Part I
SESSION V (**1 hr.**) Orientation to the Value of Recreation—Part II
SESSION VI (**1-2 hrs.**) Assessment
SESSION VII (**1-1 1/2 hr.**) How to Conduct an Activity
SESSION VIII (**1 hr.**) Modifications and Adaptations
SESSION IX (**1 hr.**) Resource Materials
SESSION X (**1 hr.**) How to Use the Resource Guide
SESSION XI (**2 hr.**) Selected Activity Workshops
SESSION XII (**1 hr.**) Follow-up Discussion, Identification of Problem Areas

E. Methods of Training

The majority of the training program would best be conducted as inservice training, utilizing a variety of instructional methods such as lecture, group discussion, films and workshops. In addition, the agency may arrange for some workers or volunteers to visit a recreation program for the aging (See Local Resource File).

A variety of methods are recommended because the subject matter is not of the type that is comprehended by mere reading, or by listening to lectures. The more the workers actively participate in training, the

more confident they will feel about their ability to provide recreation services after training.

Group discussion is considered highly effective. Successfully providing recreation services is dependent on the workers' ability to relate and communicate effectively with the clients. This process of communication can be practiced in group discussions. Also, it can be very valuable for experienced workers to share their knowledge with the group. Discussion of actual cases can increase the workers' conception of how recreation services can be a vital part of service delivery.

Visits to actual programs of recreation for the aged serve several purposes. The worker or volunteer sees first-hand that such a program can be carried out. They will see how clients react to activities in positive ways. They will also see how activities can be carried out differently in various settings. They may gain useful insights into activity leadership, care of equipment and where to get supplies. However, the leader or agency should see and evaluate a program before arranging for a group of their workers or volunteers to visit, as there may be programs that would not be appropriate for your purposes.

Workshops in which activities may be demonstrated or resource materials presented are quite useful. The leader should see that everyone has an equal opportunity to participate and enough time to review materials. **Films** can be entertaining and stimulating, but again, they should be reviewed by the agency or leader before showing them to the group. They should also be used more as a supplement than as the sole means of instruction. Because there are very few films which directly relate to recreation and the homebound elderly, you might find it valuable to use **role-playing**. You could use an actual case study as a model.

Just as one method of instruction should not be solely relied upon, one person should not do all of the training. Although one person should be responsible for organizing the training program, a variety of persons should present the training sessions. As mentioned earlier, there are persons in the community who could assist with training (see Local Resources).

It is highly recommended that training in recreational services not end with this program. Workers should continue to attend in-service training, as well as workshops that relate to recreation.

F. Evaluation of Training

There are several methods of evaluation, and an agency should incorporate the recreation program into the system they are using to evaluate other components of their program. Areas of concern might be training effectiveness, working competence, client response, and achievement of client goals.

At the end of the training program, the workers should be asked to evaluate the effectiveness of their training. A sample staff training evaluation form is provided in Appendix B. It is written in general terms and can be modified to suit your own training program.

You may want to evaluate worker competence at the end of the training program. Workers should have developed new skills, acquired a viable and practical definition of recreation and its benefits to the homebound elderly, come to possess a knowledge of available supplies and equipment and the procedures for acquiring them, and demonstrated familiarity with the techniques of leisure assessment. One means of assessing worker competence is by use of a written test. This might best be used when the administrator is working with new staff members with whom they are not familiar. A written test may also add unneeded pressures, however. Administrators who are familiar with their staff could informally evaluate the effectiveness of training by having individual conferences with each worker about their particular case loads. Also, if ample time for group discussion and participation has been planned for the training sessions, the administrator can get an excellent idea of areas in which particular workers need guidance.

In addition to this initial evaluation of competence, the regular schedule of worker evaluation should incorporate recreational therapy skills. The administrator should look at the rapport between the worker and the clients, the worker's ability to assess client recreation needs, his/her ability to select appropriate activities, whether or not new activities have been introduced to clients, and how client goals are being attained. A sample form appears in Appendix C.

The administrator will want to evaluate the effectiveness of the recreation program in relation of the clients. This may be done by setting individual client goals and evaluating whether or not the client is moving toward them. Many agencies have already developed client goals in other areas, based on their assessment of the clients' needs. Recreational goals derived from the suggested assessment process should be included in plan of care for each client and records kept as

to the progress towards these goals. Two forms, the Client Activity Assessment and the Client Activity Record, that can serve as guides for such record keeping are in the appendix.

In establishing client goals the ultimate purpose of this recreation program is to help the client attain independence in this area. He or she should not become dependent on your staff for their entire recreational experience. Staff members should be aware of community programs such as day care for the elderly, senior centers, and special interest clubs and classes. Clients can be informed of transportation alternatives and encouraged to rejoin community activities as soon as possible. For the permanently homebound, some type of inclusion in community programs should be attempted.

During the course of the program, the administrator may wish to ask the clients for their evaluation of the service they are receiving. A sample of an appropriate form for this is in Appendix D.

All of these procedures will help to insure effective programs. Outside review of the program by a therapeutic recreation specialist is also highly recommended. Such a person should be on call for any problems arising about individual clients or the program as a whole.

SECTION V

CONTENT OF TRAINING PROGRAM

The following is a suggested format for training.

I. Introduction (1 hr.)

Purpose

A. To familiarize workers with the training schedule
B. To help workers develop a definition of recreation
C. To help workers understand the value of therapeutic recreation

Content

A. Review of training schedule
B. What is leisure time?
   1. Three divisions of time—biological, obligated, leisure
   2. Recreation—what we do with leisure time
C. The importance of recreation
   1. As a need
   2. As a right of all
D. Using recreation for a purpose-therapeutic recreation

Method

A. Distribute training schedule
B. Distribute resource guide
C. Film
D. Group discussion (**note**: workers' initial definitions to be compared with later conceptions)

Resources

A. Film from Resource List
B. Book from Resource List

II. Characteristics and Needs of the Homebound Elderly (1 hr.)

Purpose

A. To help workers become familiar with the characteristics of the elderly and their special needs
B. To help workers understand how recreation can benefit the elderly

Content

A. Reasons why some elderly are homebound
   1. Chronic illness
   2. Temporary illness

3. Disability
4. Lack of transportation

B. Common problems of the homebound elderly
1. Normal aging process
a. Sensory losses or declines
b. Slower reaction time
c. Tendency to fatigue
e. Increased emotional sensitivity, lower stress tolerance

B. Problems of chronic illness
a. Loss of muscular strength, co-ordination, flexibility
b. Depression, sense of futility, fear of being dependent

3. Problems of temporary illness
a. May still be trying to adjust to being bedridden
b. May be adjusting poorly to a sudden disruption of work schedule

4. Emotionally related problems
a. Isolation
b. Loneliness
c. Despondency
d. Fear of neglect
e. Grief over loss
f. Resentment

5. Financial
a. Often have limited or inadequate income
b. Income limits participation in programs

6. Resistance to recreation
a. Apprehensive about possible failure
b. Fearful of physical harm in activity
c. Resentful of enforced changes in leisure routine
d. Enjoyment of secondary benefits of illness, content to be "waited on"
e. Affected by "work ethic"—feeling guilty about leisure activity

C. Needs of the Homebound Elderly
1. Physical
a. The need to continue using body muscles to prevent atrophy
b. The need to strengthen the heart muscles through proper excercise

c. The need for occasional forms of vigorous exercise
d. The need to feel safe and secure

2. Social/Psychological
   a. The need to maintain contact with a variety of people
   b. The need to maintain and acquire friends
   c. The need to maintain an interest in current events in the community and the world
   d. The need for opportunities to learn new skills and develop new interests
   e. The need to maintain self-esteem
   f. The need to be listened to
   g. The need to feel useful

D. Homebound Elderly and Recreation
   1. Recreation meets needs
      a. Physical needs
      b. Opportunities to be useful, increases self-esteem
      c. Social/Psychological needs:
         • Provides companionship
         • Increases contact with the outside world
         • Provides pleasure
         • Provides a creative outlet
   2. Recreation has a varied scope
      a. Activities conducted during leisure time for enjoyment
      b. Solitary or social activity
      c. Active or passive activity
      d. One man's leisure is another man's work
      e. Skilled or unskilled

Methods

A. Outside speakers who work with elderly (doctor, social worker, senior citizen center director, health department personnel, office of aging personnel, personnel from an adult daycare center)
B. Group discussion
C. Film

Resource:

A. Films: See list in Appendix A
B. Reading materials: See Appendix A

III. Method of Agency Service Delivery (1 hr.)

The agency may incoporate an existing program for this session This element may be left out if sufficiently covered in previous in-service training

IV. Orientation to the Value of Recreation Part I (1 hr.)

Purpose

A. Worker examines own leisure interests
B. Encourages workers to be interested in leisure lives of clients

Content

A. Try to arrange group size so that it is divisible by three
B. Use a large classroom with chairs and a blackboard or chart
C. Helpful leadership hints for the program are:
   1. Make the program as pleasant as possible. The leader should encourage the participants to enjoy themselves.
   2. Make no value judgements about the activities reported.
   3. Look for and demonstrate relationships among the participants in terms of leisure interests.
   4. Point out that leisure interests are not restricted to sports and hobbies, but include many other activities such as, gambling, entertaining, going to church, walking in the snow, listening to music, etc.
   5. Keep the activity moving.
D. Materials:
   1. 5x8 index cards
   2. Pencils/pens
   3. Value Clarification forms (See Appendix G)
E. Procedures:
   1. Introduce the topic based on the rationale of the program. "This activity will help you understand your own leisure interests as well as your clients'."
   2. Hand out 5x8 index cards and pens/pencils to all participants
   3. Refer to Appendix G
      On the blank side of the index card, have the participants write their first names or nicknames in the middle. In the upper left hand corner, have them name the one or two people with whom they most like to spend their free time. Next, ask them to think about what they would do, if they had a whole year off with pay. In the upper right-hand corner, have them describe

in a few words what they would do in that year. In the lower right-hand corner, have them name the one place in this world they would like to visit. In the lower left-hand corner, have them name their favorite season.

4. Inform the group that the information on the card is to act as a stimulus and may be used for reference during the upcoming sessions.
5. Ask the group to separate into groups of three, with people they do not know well. Have the people in these groups face each other, as shown in the diagram below. Leave a little space between groups.
6. In an orderly fashion, label one person in every group "A", another person "B" and the remaining person "C".
7. Tell the group that when you say "Go!" you would like "A" to tell "B" and "C", who will not talk during this time, what A likes to do in his time off. There is no restriction as to what to talk about. They will have one minute in which to speak. Before beginning, make sure everybody understands the directions. Then say "Go!"

Note: It is a good idea for the leader to move around the room, listening to some of the activities for future reference and reminding people, if necessary, only one person in the group should be talking.

8. At the end of a minute say, "Stop!", and then have "B" tell "A" and "C" what he likes to do in his free time. Remind them that only "B" will be talking.
9. Repeat the same thing for "C".
10. After "C" reports, tell them that for one minute "B" and "C" will tell "A" what they heard "A" say he likes to do in his free time. "A" will not talk during this time.
11. Repeat the same step for "B". Repeat the same step for "C".
12. When this is over, people may remain in the groups for the rest of the program. Ask people to discuss whether or not they discovered anything new or interesting about somebody or themselves. See if some people enjoyed the same things. Allow 5-10 minutes for this type of discussion. Remember to be positive about what people report.
13. Refer to Appendix G. Then ask the group to take the lined side of their index cards and list the 15 things they

love to go in their free time. Ask them to be specific. For example, "sports" is not specific enough. They should either put "playing tennis" or "watching tennis on TV" or both if applicable. And remind them of the possible range of activities. There is no restriction. Allow at least 10 minutes or more for this activity. The leader may continue to clarify or assist during this time.

14. As the participants near completion, you will have them code the activities in this manner. For any activity that they do often put an "O" by that activity. If you do the activity with a special person, put an "SP" by that activity, and so on. Here is the code.

    O—Often
    S—Seldom
    VO—Very Often
    A—Alone
    SP—Special Person
    R—Risk (psychological, financial or physical)
    J—Job (connected with the job in any way)
    $—costs more than $5 to do this activity
    5—only started to do this activity in the last five years.

15. When the participants are through, the leader may ask for general comments. Then see if someone is willing to share all or part of her list. The group may be shy at first, but usually after someone breaks the ice, everyone will want to share. This should be carried on in a pleasant and positive manner. People should enjoy this sharing. The leader should always make positive comments about the activity and demonstrate relationships.
16. After everyone who was willing to share has done so, the leader should make some general comments about the group.
17. Refer to Appendix G. Pass out Value Clarification forms. Read the instructions to the group. Normally, people mention family, health, religion and money for these items. The leader should not suggest these, but may assist in clarifying any problems the participants may have. As most people are finished naming the five items, have them tear the paper so that there will be five strips of paper, each with one item on it.

18. Inform people that you are going to ask them to give up one of these things. Go around the room with a wastebasket and collect one item from each person. Then ask the group for one more. Go around the room again. Repeat the procedure, until each participant has only one item left. (Try not to indicate in the beginning that this is going to happen.) The leader will find that most people react quite strongly to this exercise.
19. Ask people how they felt. Find out what some people retained and gave up. Remind the group that this was only an exercise and that often in life, they do not have the opportunity to stop and think about the things that are important to them.
20. The leader should summarize what happened in the group. The leader should also repeat the purpose of the program and ask some of the participants if they did come to understand their leisure attitudes or interests better.

Method—Group activities as described
Resource—Simon, S.B., Howe, L.W., and Kirchenbaum, H. 1972. **Values Clarification: A Handbook of Practical Strategies for Teachers and Students**. New York: Hart Publishing Company, Inc.

V. Orientation to the Value of Recreation—Part II (1 hr.)

Purpose—Same as Part I
Content

A. Define Recreation
   1. Recreation is a pleasurable experience
   2. Recreation involves voluntary choice and participation
   3. Recreation is a highly individualized experience
   4. Recreation may be gained through a wide variety of activities
   5. Recreation involves the whole person
   6. Recreation has meaning, purpose and value to the individual
   7. Recreation, conducted poorly, can be a negative experience
   8. Recreation can be physical or mental

B. The value of recreation to the homebound elderly
   1. Recreation can be a channel of communication in both

verbal and non-verbal ways

2. Recreation can be both a method of health maintenance and restoration
3. Recreation can encourage intellectual and creative development and mental alertness
4. Recreation can enable the homebound to be more independent and self-confident
5. Recreation can show the homebound person resources within himself/herself
6. Recreation can stimulate the desire in the homebound to maintain or seek social contacts within and outside the home
7. Recreation can assist in the monitoring of a patient's condition

Method

A. Group discussion
   1. Relate to experiences in Part I
   2. Relate to first impressions workers may have had as to what recreational therapy was going to be

B. Further points for discussion
   1. How can recreation be therapeutic, or is recreation always therapeutic?
   2. How can receation help a terminally ill client?
   3. To what degree does one try to "coax" someone to use recreation?

VI. Assessment (1-2 hrs.)

Purpose

A. Worker will learn to assess client's level of physical and mental abilities
B. Worker will learn to assess client's recreational interests
C. Worker will learn to select appropriate activities for individual clients

Content

A. Importance of communication
   1. Verbal
      a. Establishing rapport and trust
      b. Fostering client-centered responses and questions
      c. Providing positive feedback
      d. Being an active listener

2. Non-verbal
    a. Examining the way worker presents self
    b. Importance of eye contact
    c. Providing relaxed environment
    d. Importance of touch

B. Assessment by interview and observation
    1. Observation
        a. To gain helpful hints about a client's interests, be aware of his environment
        b. What is the client doing when you arrive?
    2. Interview
        a. Learn about client's recreational interests through normal conversation
        b. When asking questions, remember:
            • To review the format of questions you need to ask before making your rounds
            • Do not ask all the questions in one day
            • Do not expect to get truthful answers right away
            • Elderly people may need time to respond
            • The client may not know the answer himself, right away.
            • A person can always change his mind about what he likes or does not like
            • Do not be "cut and dried" when asking questions, but ask them nonchalantly and pleasantly
            • Use the activity list for ideas, **not** as strict rules of thumb

C. Determine Limitations:
    1. Physical Limitations:
        a. Does the client have trouble hearing, seeing, speaking?
        b. Does the client have full use of his/her limbs?
        c. Can the client walk without assistance?
        d. Does the client tire or become short of breath easily?
        e. Is the client confined to a bed or wheelchair?
        f. What range of motion does the client have?
        g. Can the client use her/his hands, fingers?
    2. Mental limitations
        a. Does the client have any beliefs/attitudes that might hinder her/his use of recreational therapy?

b. Can the client understand simple directions?
c. Is the client aware of the day, time and place?

Note: Most limitations can be determined by observation. Information about problems such as cardiac difficulties, kidney malfunctions, or diabetes will be available from the agency administrator or nursing supervisor.

D. Determine Client interest
1. Helpful questions
a. What does the client like to do now?
b. What did the client enjoy in the past but does not do now?
c. What recreational or hobby equipment is available in the home?
2. Activity checklist (Appendix A)
a. Record current interests at top
b. Categorize list of suggested activities according to groups
c. Group 1—activities in which the client reports to have a high degree of interest
d. Group 2—activities the client has not done before and has expressed interest in learning
e. Group 3—activity from each category
• activities involving movement
• mental activities
• social activities
• activities which can be done alone

E. External Factors
1. Supplies and equipment available
a. Supplies and equipment available through the agency—an accurate list of recreation supplies and equipment should be made available to you
b. Recreation equipment and supplies available through the home
c. One should make an inventory of these materials as soon as possible. Look for these commonly used items:
• playing cards
• chess/checker sets
• table games
• reading materials (magazines, books)
• plants, soil, pots

- drawing and painting supplies
- TV, radio, phonograph
- camera (still or movie)

2. Money obtained either through the agency as petty cash or the personal spending money of client, should be carefully spent. Large and costly purchases should only be made if the client has expressesd a great desire for them and has demonstrated some degree of talent in that activity. At the same time, lack of equipment or supplies because of financial difficulties, can be dealt with through junk materials and innovative ideas. There are some books found in the resource materials section of this guide that are very useful for this purpose.
3. No worker or volunteer is expected to be able to lead all the recreation activities that are suitable for the homebound elderly. There may always be some types of activities that you do not feel comfortable with. Therefore, it would be wise to conduct those activities with which you do feel comfortable. However, you should always try to learn to conduct an activity before deciding that you do not like it. You may be surprised to find out that you do, in fact, like it after all.
4. What are the opportunities for the homebound person continuing an activity with a community group. Those hobbies which might encourage a person to leave the home setting or would increase their contacts with the outside world should be encouraged.

F. Establishing Goals
   1. Joint decision of Administrator and worker
   2. Consider rehabilitation potential
   3. Consider client interests
   4. Consider overall goals for client
   5. Utilize Client Activity Assessment Form (Appendix E)
   6. Set realistic goals, beginning where client is now.

G. Evaluating Goals
   1. Record activities on Client Activity Record (Appendix F)
   2. Compare with goals
   3. Update goal selection
   4. Make forms part of permanent record

Method

A. Role Playing
   1. Ways workers relate to patients
   2. Pick a case to simulate in terms of client attitude/beliefs, disability/illness, environment
   3. Have worker do an assessment

B. Handout a case example and have the group do an assessment

C. Group discussion

VII. How to Conduct An Activity (1-1 1/2 hrs.)

Purpose

Worker will learn general principles of recreation leadership

Content

A. Points to remember:
   1. Treat every client as an individual.
   2. Establish some degree of trust between the client and worker.
   3. Select activities carefully. Who chooses the activities—client or worker? Start where the client is, in skills and interest.
   4. Before each activity, make sure you have the right equipment and that it works properly.
   5. The worker should prepare for the activity by doing it himself, first.
   6. Break up the activity into smaller parts, so that it will be easier to teach.
   7. Be calm and patient and read the directions slowly.
   8. Present the activity as pleasantly as possible.
   9. The worker should demonstrate the activity himself.
   10. Always be positive about the client's progress; give positive verbal reinforcement.
   11. Look for new interests and relationships to emerge from the initial activities.
   12. Encourage the client to do as much on his own as possible.
   13. Never promise a client anything on which you cannot follow through.
   14. Try to involve the client's family members during activities.

15. On some occasion, the client may be able to teach the worker some activity; be receptive to this.
16. Be a good listener!
17. Give reasons for doing an activity.
18. Establish small goals which combine into larger ones.

B. Preparation
1. Prepare the client, make him/her feel confident.
2. Describe the activity and find out what the client already knows.
3. Motivate the client for the activity.
4. Get all needed materials together before the activity begins.
5. Divide the activity into steps.

C. Explanation and Demonstration
1. Go through the instructions.
2. Explain and show one step at a time.

D. Practice
1. Let the client do the activity.
2. Correct the client.
3. Let the client do it again.
4. Be sure the client understands the steps and procedures.

E. Evaluation
1. Was the activity successful?
2. Was the activity too difficult?
3. Does the client wish to repeat the activity?
4. What related activities might be attempted?

Method

A. Group participation
1. Divide into pairs
2. One person simulates a disability
3. The other person tries to conduct an activity
4. Blind—blindfold
5. Deaf—earplugs
6. Stroke—sit on one hand

B. Field visit to other recreation programs for the elderly
1. Nursing home
2. Senior center
3. Day Care

VIII. Modifications and Adaptations (1 hr.)

Purpose

A. Familiarize worker with possible modifications of activities

B. Introduce principle of adaptations

Content

A. Modifications for Specific disabilities

1. **Hearing Impairment**—make sure client can hear what you are saying. Say instructions slowly and clearly.
2. **Visual Impairment**—avoid activities that require extremely good eyesight. Use large print newspapers, where available.
3. **Tendency to Injure/Bruise**—look for hard objects that the elderly person might bump into. Watch for slippery surfaces.
4. **Shorter Attention Span/Memory**—repeat instructions. Keep instructions short. Let the client pace himself.
5. **Decline in Muscular Strength**—avoid activities that require heavy lifting or prolonged physical movement.
6. **Cardiac Disease**—keep activity short; avoid sudden exertion. However, a certain amount of physical exercise is recommended. Singing and playing a musical instrument which requires breath control are highly recommended.
7. **Total Blindness**—most activities can be adapted by using different shapes or coding pieces with tape.
8. **Decline in endurance**—keep activity periods short. Break longer activities into small tasks.
9. **Sensitive Nervous System**—avoid activities requiring intense concentration or fine handwork.
10. **Use of One Hand Only**—stabilize the project in front of the client.

B. General Guidelines for Adapting Activities

Most activities can be modified. Only your imagination limits you. You can change the **rules** of the game so that time periods are shorter, or there are less players or more trails, etc. You can modify **equipment** by making bigger handles for arthritic patients to hold. You can use bigger or softer balls, etc. You can change the **setting** by shortening distances, etc. You can often find how to adapt an activity by merely asking the client how **he** would adapt it. In general, keep an open mind.

C. Adaptations for Specific Activities

1. **Physical Exercises**
   - can be done sitting or in bed
   - must be done very gradually
   - start with stretching excercises, but do not stretch too far
   - if music is available, do it to music as a form of dance
2. **Table Games**
   - oversize games are available for the visually impaired
   - avoid pieces that are very small or require fine motor movements
3. **Billiards/Pool**
   - if a table is available, use a bridge for the arthritic person to help hold cue stick steady
4. **Card Games**
   - use Jumbo Face cards for the visually impaired
   - wood handles with slits in them aid in holding cards
   - playing cards are available for the blind
5. **Jigsaw Puzzles**
   - large pieces are preferable for some disabilities
6. **Crossword Puzzles**
   - use the ones in large print newspaper for the visually impaired

D. Suggested Programs

This section will demonstrate some program ideas in terms of what is useful and what has been proven to be successful. You should also become familiar with developing and expanding one interest into other areas.

1. **Caring and Raising Plants**

   Advantages
   - easy to find materials (orange, grapefruit seeds, etc.)
   - success easily attainable
   - can be done all year round

Case Study: A homebound elderly man became interested in growing plants after the visiting nurse brought him a spider plant. He began to grow plants on his own using fruit seeds from his kitchen or whatever seeds friends would give him. He was able to grow another spider plant from the original one. He asked the nurse for some books on plants and she had the library deliver them. After a while the man had many plants around his room. The nurse told the man about a woman who liked plants, but was unable to move, and he gave the nurse some

plants to give her. He began to give away plants to other people. One woman who received a plant from him was so delighted that she made him a plant hanger by using the macrame she had just learned from her visiting nurse. Eventually, a local garden club became interested in the plants he was growing and a member of the club began to visit and exchange plants and ideas.

2. **Long-Distance Chess**
   Advantages
   - stimulates thinking
   - inexpensive
   - no mobility required

Case Study: A visiting nurse who took care of a homebound elderly man living alone, discovered that the man liked chess and had no one to play with. The nurse was able to play a short game with him once in a while, but felt this was not adequate. On her rounds, she discovered another man who liked chess but was also homebound. She was able to arrange for the men to play chess together by telephone. A lasting friendship developed between the two men. (If the men had not had telephones, the nurse could have acted as a courier, relaying moves as she went on her rounds.)

3. **Oral History Program**
   Advantages
   - stimulates thinking
   - builds self-esteem
   - relatively inexpensive
   - initiates social contacts.

Case Study: An aide found that an elderly homebound woman for whom she was caring, had been a suffragette. The aide discovered that her discussion and recall of those past events was remarkable. The visiting nurse contacted the local community college and told a history professor, whom she knew, about the woman. Eventually, a coed from the college met with the woman once or twice a week to tape record the woman's memoirs of that period for the oral history program. The student in the meantime discovered that the woman liked to play cards; so, on her visits, she would play gin rummy with the woman after their recordings. The older woman also became interested in her own family history. Her aide contacted the local Genealogical Society to follow up this interest.

Method

A. Draw upon the knowledge of experienced workers

B. Use case studies
C. Use group discussion

IX. Resource Materials (1 hr.)

Purpose

A. Familiarize workers with available resources
B. Stimulate ideas for locating other resources

Content

A. Books

File O Fun by Jane Harris
Burgess Publishing Company
7180 Ohms Lane
Minneapolis, Minn 55435 $5.95

—excellent pocket-size card file of indoor and outdoor activities for all age groups.

Nostalgic Crafts Book—Phyllis Fiarotlas
Woman Publishing Co. (1974)
New York, NY $5.95

Macrame—Creative Design in Knotting—D. Meilach
Crown Publishers Inc. (1971)
New York, NY $4.95

The New Aerobics—K.H. Cooper
Bantam Books (1970)
New York $1.00

House Plants for the Purple Thumb—M. Baylis
101 Productions
San Francisco, CA 94103 $3.95

Paper Folded, Cut, Sculpted—F. Fernko
MacMillan Publishing Co. (1974)
New York 10022 $5.95

How to Make Good Pictures
Eastman Kodak Company Editors
Amphoto (1972)
New York $4.95

Crafts + Hobbies—G. Winter
ARCO Publishing Co. (1964)
New York $6.95

Knitting Made Easy—B. Aytes
Doubleday Publishing Co.
New York $1.25

Art From Scrap—Reed and J. D'rze
Davis Publishing Co. (1960)
Worcester, Mass.

—An excellent resource book for valuable things to do with junk.

"Your Retirement Hobby Guide"
American Association of Retired Persons (1969)

—An enticing small brochure on activities like macrame, fruit carving, painting and plants.

Inexpensive Equipment for Games, Play and Physical Activity—Charles Corbin
William C. Brown Publishing Co. (1972)

—A good investment for agencies with tight budgets.

Hoyle's Rules of Games—ed. Morehead & Mott-Smith
Signet Book (1963)
New American Library $1.25

—Since card games will always be popular for all ages, this is a useful reference to settle those arguments about the rules.

B. Supply Houses

Macrame & Weaving Supplies
63 E. Adams St.
Chicago, IL 60603

American Handicrafts Co.
2849 White Settlement Road
Ft. Worth, Texas

Griffin Craft Suppliers
P.O. Box 506
Oakland, CA 94604

Flaghouse, Inc.
(All types of game equipment—free catalog)

American Home Crafts
P.O. Box 5035
Des Moines, Iowa 50306

Triarco Arts/Crafts
100 Troy Court
Troy, Michigan 48084

NASCO
Learning Fun Catalogue
Modesto, CA 95352

Educational Teaching Aids
Daigger & Co.
159 W. Kinzie
Chicago, IL 60610

American Foundation for the Blind
15 W. 16th St.
New York, NY 10011
(free catalog on many adapted types of recreation equipment for the blind, also useful for elderly)

S & S Art & Crafts Co.
Colchester, Connecticut 06415

C. Local Resources
   1. Refer to survey results
   2. Ask group for other suggestions
   3. Present displays

Method

A. Display books or other resources
B. Presentations by local suppliers

X. How To Use Service Provider's Handbook (1 hr.)

The resource guide is designed to be self-explanatory and easy to follow. It is designed to assist in the training of the workers and to serve as a reference for the workers when delivering services. Information in this manual that would benefit the workers has been included in the Handbook. This information includes the Needs and Characteristics of the Homebound Elderly, Assessment Techniques, How to conduct an activity, Modifications and Adaptations, and Resources. In addition, the Handbook includes an analysis of selected activities.

The section on assessment techniques is a crucial area, and the leader should take time to find out if any of the workers have certain preferences or techniques or styles of communicating with the clients. The workers should be encouraged to ask about problems which they

may anticipate in this area. However, the agency should know which method of assessment they would prefer to follow.

For Section III, the leader may ask the workers to use the activity checklist to assess their leisure interests by using the groupings found in Section IV-B of the Handbook. In this manner, the leader will be able to maximize the in-service program by not having to arrange training time to teach somebody an activity they already know how to do. In reviewing the adaptations, the leader should ask the class for some of their own ideas on how activities may be adapted.

The analysis of selected activities is considered a guide to understanding the different components of sample activities and how they might be applied to the individual situation of a client.

The method described in this section was designed to make the task as simple as possible. However, varying combinations might be used, depending upon the particular agency's needs. Sufficient time should be allowed in order for the workers to understand the scope and nature of this task. They should be reminded that this is not to be taken lightly and that the selection of only a few appropriate activities is more important than trying to introduce a long list of activities.

The leader may ask each person in the class to select a resource book either from the list or from other sources and then report to the class on that book. Consequently, an agency may develop its own information file on resource books.

In summary, the Handbook is to be used throughout the training program; therefore, a worker or volunteer should become thoroughly familiar with the Handbook before attempting to practice any of the techniques suggested in it. However, the Handbook may be used as a reference book for the worker's/volunteer's subsequent visit to the homebound elderly. A space is provided in the back for notes.

APPENDIXES

Appendix A

Training Resources

This section is designed to give the agency some practical knowledge about experts in the field of recreation and aging, and agencies who may be experienced in the field, and a list of printed materials and films that would provide additional information for training and recreation activities.

A. Listing of Resource Individuals and Agencies.

1. National Experts to the field of Recreation and Aging.

Dr. Robert Fleming
University of District of Columbia
3146 16th Street, N.W.
Washington, D.C. 20010

Dr. Gene Hayes
Dept. of HPER
Va. Polytechnic Institute and State University
Blacksburg, Va. 24061

Ms. Kathleen Halberg
Dept. of Recreation and Leisure
San Jose State University
San Jose, CA 95192

Dr. Thomas Jable
William Paterson College
Wayne, New Jersey 07470

Dr. David K. Leslie
Dept. of Physical Education
University of Iowa
Iowa City, Iowa 52242

Dr. Janet Pomeroy
Recreation Center for the Handicapped
207 Skyline Boulevard
San Francisco, CA 94132

Dr. Jay Shivers
Dept. of Physical Education
School of Education
The University of Connecticut
Storrs, Connecticut 06268

Dr. Peter Verhoven
Dept. of Recreation
University of Maryland
College Park, MD 20742

Dr. Jean Tague
Dept. of Recreation and Leisure Administration
Darby Annex 107
California State University
Northridge, California 91324

B. Selected References on Recreation and the Aging

Bendixsen, Marian F., ed. **Federal Resource File.** Washington, D.C.: Hawkins and Associates, Inc., 1976.

Brungardt, Teresa S. "Recreation's Part in Programs for the Aged." **Recreation for Senior Citizens,** Raleigh, North Carolina: North Carolina Recreation Commission, 1959.

Comstock, R.L., Mayers, R.L., and Folsom, J.C. "Simple Physical Activities for the Elderly" **Hospital and Community Psychiatry,** 20 (1969), 377-380.

Deichman, Elizabeth S., and Catherine P. O'Kane, eds. **Working with the Elderly—A Training Manual.** Buffalo: D.O.K. Publishers, Inc. und.

Includes a training course outline and useful information for training staff at all levels.

Fish, Harriet. **Activity Programs for Senior Citizens.** West Nyack, New York: Parker Publishing Co., Inc., 1971.

Frye, Virginia, and Martha Peters. **Therapeutic Recreation: Its Theory, Philosophy and Practice.** Harrisburg: Stackpole Books, 1972.

Contains excellent chapter on resources and other useful information.

Gilbert, Arlene. **You Can Do It From a Wheelchair.** New Rochelle, New York: Arling House, Inc., 1973.

Hardie, E.A. "Therapeutic Recreation for the Institutionalized, Ill and the Aged: A Rationale," **Therapeutic Recreation Journal,** 4 (1970), 9-11, 43.

Hooper, Langdon, Dorothy Mullen and Irene J. Kennedy. **Recreation Services in Connecticut Nursing Homes for the Aged.** Hartford: State Department of Health, 1968.

Kraus, Richard. **Therapeutic Recreation Service.** Philadelphia: W.B. Saunders Co., 1973.

See Chapter 7 for recreation and aging.

Lucas, Carol. **Recreational Activity Development for the Aging in Hospitals and Nursing Homes.** Springfield: Charles C. Thomas, 1962.

A standard in the field.

McGlaun, Mable D. **A Handbook for Recreation in the Modern Nursing Home.** Garland: B-Mac Publications, 1972.

Merrill, Toni. **Activities for the Aged and Infirm, A Handbook for the Untrained Worker.** Springfield: Charles C. Thomas, 1967.

An excellent resource book full of practical ideas.

Mullen, Dorothy G. **Recreation in Nursing Homes.** Arlington, VA: NRPA Management Aid, No. 88, 1971.

Overs, Robert and others. **Avocational Counseling for the Elderly.** Milwaukee: Avocational Counseling Research Inc., 1977.

Excellent research report on refined methods of leisure counseling for the elderly. Contains some practical information.

Pomeroy, Janet. **Recreation for the Physically Handicapped.** New York: MacMillan Co., 1964.

Robinson, Frank M. Jr. **Therapeutic Re-creation.** Springfield: Charles C. Thomas, 1974.

Chapters 8 and 9 are interesting sections on recreation and the elderly.

Smith S. Harold. **Guidelines for Professional Preparation and Recreation for the Handicapped.** Washington, D.C.: AAHPER, 1973.

Verhoven, Peter J. "Recreation and the Aging," **Recreation and Special Populations.** ed. H. Sessoms and Thomas Stein, Holbrook Press, 1973.

Vickery, Florence E. **Creative Programming for Older Adults: A Leadership Training Guidebook.** New York: Association Press, 1972.

Although somewhat dated, this book offers some valuable information.

Winds of Change. Chicago: American Hospital Association, 1971.

C. Audiovisual Materials and Resources

1. Films on Recreation and the Aging

a. **Grow Older—Feel Younger**
10 minute, 16mm, color, sound, motivational film; was developed as part of the "Active People Over 60" program. Cost: $50 Available from: National Association for Human Development, 1750 Pennsylvania Avenue NW, Washington, D.C. 20006.

b. **The Wasted Years**
50 min., 16 mm, B&W; community recreation programs for the elderly. Available from Brigham Young University Film Library, Education Media Services, Attn. Booking Deck, Provo, Utah 84601.

c. **I Think They Call Him John**
27 min., 16 mm, B&W; Depicts lonliness of retired miner with no outside interests. Available from Indiana University, Audio Visual Center, Bloomington, Ind. 47401 Cost: $9.25

d. **To Serve a Purpose**
15 min., 16 mm, Color; describes purpose and scope of therapeutic recreation. Available from NRPA-UMC Media Center for Recreation, Parks, and Leisure, 505 East Stewart Road, Columbia, Missouri 65201 Cost: $8.00

e. The following are videotapes which may be ordered from: SAGE (Senior Actualization and Growth Explorations), The Claremont Office Park, 41 Tunnel Road, Berkeley, CA 94705.

Sage Project: A Coming of Age (33 minutes) introduced the SAGE program, using examples both from community and from institutional SAGE groups. This international award-winning tape provides an excellent teaching tool for professionals and students in health fields, as well as a basis for discussion with elderly viewers. (Rental $40 plus handling. Purchase price $240.)

A New Image of Aging (52 minutes) is a documentary composite of a year of weekly sessions with the pilot groups of older people in growth exercises and discussions. It illustrates the SAGE holistic approach to

preventive health and positive growth during the later years of life. (Rental $40 plus handling. Not for sale).

Deep Breathing: Show Me How You Breathe and I Will Tell You How You Live (20 min) is an in-depth training tape of one of the basic SAGE processes. (Rental $25 plus handling. Purchase price $125.)

Each tape is available in 1/2 inch EIAJ Standard or 3/4 inch cassette in black and white. If interested, state in writing which tape, the actual show date, and order as far in advance as possible. It can be sent by mail and returned the same way within a week of receipt.

2. Film Catalogs

These resource centers will have some films available on recreation and aging:

About Aging: A Catalog of Films (1977) Ethel Percy Andrus Gerontology Center, University of Southern California, Los Angeles, CA

A Festival of Films on Aging (1976) Kansas City Public Library, 311 E. 12th Street, Kansas City, MO 64106

Audiovisual Catalog (1977) Mid-America Resource and Training Center on the Aging, 5218 Oak St., Kansas City, MO 64112

Gerontological Film Collection (1975) North Texas State University for Studies in Aging, North Texas State University, Denton, TX

Peggy Sahara's Media Resources for Gerontology Catalog, (1977) University of Michigan Institute of Gerontology, 520 E. Liberty, Ann Arbor, Michigan 48104

Park, Recreation, Leisure—Film Bibliography, (1978) National Park and Recreation Association, 1601 N. Kent St., Arlington, Va. 22209

Aging, a Filmography, (1974) Education Film Library Association, New York, N.Y.

3. Magazines

Modern Maturity
American Association of Retired Persons
215 Long Beach Blvd., Long Beach, CA 90801
($3 per year)

Perspective on Aging
National Council on the Aging
1828 L. Street N.W., Washington, D.C. 20036
($10 per year for retirees)

Aging
Administration on Aging
U.S. Dept. of Health, Education and Welfare
Washington, D.C. 20402

Dynamic Years also **Dynamic Maturity**
Action for Independent Maturity
American Association of Retired Persons
Box 199, Long Beach, CA 90801
($3 per year)

Retirement Living
99 Garden Street, Marion, Ohio 43302
($8.95 per year)

Retirement Life
National Association of Retired Federal Employees
153 New Hampshire Ave. N.W., Washington, D.C. 20036
($6 per year)

Therapeutic Recreation Journal
National Therapeutic Recreation Society
1601 N. Kent Street
Arlington, Virginia 22209
($8 per year)

Geriatrics
Lancet Publications
4015 65th Street
Minneapolis, Minn. 65435

The Gerontologist
Gerontological Society
1 Dupont Circle
Washington, D.C. 20036

Appendix B

Staff Training Evaluation

	Yes	No	No Opinion
1. Did the training session aid your understanding of the program and materials? Comments:			
2. Could you have learned all you needed from the Resource Guide without this training? Comments:			
3. Were there any parts of the training that seemed unnecessary? Comments:			
4. Were there parts of the training that were too superficial? Comments:			
5. Were there any topics left out which you think are important? Comments:			
6. After this training do you feel confident about delivering recreation services? Comments:			
7. Was the film appropriate? Comments:			
8. Was the training program too long? Comments:			

Staff Evaluation Form

To be administered 2 months after initial training and then during regular evaluation period. For each item below circle the appropriate number based on this scale. Comments may be added in the space provided.

1	2	3	4	5
not at all		somewhat		definitely yes

1. Does the worker understand his/her role in the agency's provision of recreation services? 1 2 3 4 5
   Comments:

2. Does the worker display conviction of the benefits of recreation for the client? 1 2 3 4 5
   Comments:

3. Have recreational goals been established for each client? 1 2 3 4 5
   Comments:

4. Has the worker demonstrated knowledge of individual client interests in establishing recreational goals? 1 2 3 4 5
   Comments:

5. Does the worker express difficulty in assessing leisure interests of the client? 1 2 3 4 5
   Comments:

6. Do client assessments reflect knowledge of the client's abilities as well as disabilities? 1 2 3 4 5
   Comments:

7. Has the worker developed a relationship with the client which allows for effective assessment and introduction of activities? 1 2 3 4 5
   Comments:

8. Is the worker successfully utilizing outside resources in providing for client's recreational needs? 1 2 3 4 5
   Comments:

9. Has the worker effectively utilized available resources within the home? 1 2 3 4 5
   Comments:

10. Has at least one recreational activity been initiated with each client?
    1 2 3 4 5
    Comments:

11. Has the worker attempted to introduce one new activity to each client?
    1 2 3 4 5
    Comments:

Client Recreation Program Evaluation

1. Do you know the name of the person who comes to visit you each week (day) from the _____ (agency name)?

2. What is his job and duties?

3. Do you enjoy the recreation program? Why?

4. Have you gained any benefit, physical or mental, from the recreation program?

5. Is there any activity that you would like to try?

6. Do you have any recommendations or changes to suggest for the program?

NOTE: This form may be oral or written and modified to suit the communicative abilities of the client.

Client Activity Assessment

Client _____ Age _____

I. Limitations

A. Physical

B. Mental

II. Rehabilitation Potential

III. Beliefs/Attitudes

IV. Leisure Skill Inventory

A. Leisure Pursuits in the Home:

_____ reading
_____ radio
_____ TV
_____ music
_____ pets
_____ visits from friends
_____ gardening
_____ crafts
_____ games
_____ writing
_____ collecting
_____ calling up friends on phone

B. Leisure Pursuits Outside Home:

_____ movies
_____ sports events
_____ nutrition program
_____ church activities
_____ outings
_____ shopping
_____ walking
_____ visiting friends

C. Areas for Assessing Client Development

_____ social development/stimulation
_____ physical development/stimulation
_____ mental restoration/stimulation
_____ emotional status
_____ personal maintenance
_____ home maintenance
_____ increase/improve leisure skills

Remarks:

D. Activities of Interest to Client

1. Social

_____ volunteer work
_____ outings
_____ shopping
_____
_____ church activities
_____ telephone reassurance
_____
_____

2. Physical

_____ walking
_____ gardening
_____ exercises
_____
_____
_____ swimming
_____
_____
_____

3. Mental

_____ reading
_____ games
_____ writing
_____ talking books
_____
_____ bookmobile
_____ remotivation
_____
_____

V. Goals:

VI. Plan

Client Activity Record

Client Name _____

Date Activity Initiated	Activity	Date Completed	Result (advantages, difficulties)

Husband
Children

Travel around
the world

S U S I E

Summer

Hawaii

My Fifteen Leisure Loves

1. Going bowling O-$-S
2. Taking care of my plants A-VO
3. Going to the movies S-$
4. Going out with my husband SP-O
5. Playing the Lottery R-S-$
6. Going to parties S
7. Watching football on TV O
8. Going on trips S-$
9. Being with my grandchildren SP-S
10. Lawrence Welk O
11. Reading a good book A-S
12. Going to church O
13. Redecorating my home S
14. Cooking a gourmet meal S-$
15. Talking VO

Example

VALUES CLARIFICATION

Identify five things which you feel contribute the most to your leisure happiness. List them below. The order is not important. These things could be specific persons, qualities, possessions, skills or beliefs.

1. Husband

Tear here

2. Health

Tear here

3. Money

Tear here

4. Good looks

Tear here

5. Car

Appendix G

VALUES CLARIFICATION

Identify five things which you feel contribute the most to your leisure happiness. List them below. The order is not important. These things could be specific persons, qualities, possessions, skills or beliefs.

1.

2.

3.

4.

5.

Activity Checklist

Part I Activities Client Now Pursues (list)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part II Check list

___ Physical Exercises
___ Table Hockey
___ Bowling
___ Target Games
___ Table Games
___ —Chess
___ —Checkers
___ —Parcheesi
___ Billiards/Pool
___ Card Games
___ Paper & Pencil Games
___ —Tic-tac-toe
___ Guessing Games
___ Jigsaw Puzzles
___ Dominoes
___ Raising & Caring for House Plants
___ Pet Care
___ Collecting
___ —autographs
___ —coins
___ —stamps
___ —dolls
___ —antiques
___ —bottles/buttons
___ —calendars
___ —matchcovers
___ —basketweaving
___ Birdwatching
___ Church Activities
___ Outings
___ Cooking
___ Musical Instrument
___ Macrame
___ Quilting
___ Rug Making
___ Crocheting
___ Knitting
___ Embroidery
___ Weaving
___ Paper Mache craft
___ Origami or Paper Folding
___ Card Making
___ Decoupage
___ Whittling or Carving Wood/Soap
___ Photography
___ Drawing
___ Stenciling
___ Cartooning
___ Clothes Design
___ Painting
___ Clay Sculpture
___ Singing
___ Writing Songs
___ Writing Letters
___ Writing Stories/Poetry
___ Current Events
___ Radio Listening
___ TV Watching
___ Reading
___ Arts & Music Appreciation
___ Walking
___ Visiting with friends
___ Volunteer work

Part III

Codes

1. **Activities client has interest in, either past or present because client completed them successfully.**

2. **Activities not done before but client expressed interest in.**

3. **Potential activities—one from each group (physical, mental, social, alone).**

Case Study

Mrs. Weaver is a 55 year old woman who had a stroke seven years ago. The stroke paralyzed her right side and left her unable to speak. Mrs. Weaver is confined to a wheelchair. Her right arm is in a sling. Her thinking time has been slowed and it takes her awhile to answer questions. Since the worker has known Mrs. Weaver, it has become obvious that she feels she is incapable of doing just about everything and, moreover, that she has a fear of failing.

The worker noticed that Mrs. Weaver is often watching TV or listening to the radio when she arrives. Mrs. Weaver does have a few plants in her home but seems to be losing interest in them. The worker indicated that she is trying to give them away. Mrs. Weaver has very little contact with people other than her husband and a few friends. Most of Mrs. Weaver's day consists of sitting around the house in her nightgown. She does very little of her own care such as bathing, nail care, hair care and putting on makeup.

1. Complete an assessment of Mrs. Weaver's recreational interests/needs.
2. What would be a realistic goal for Mrs. Weaver?
3. With which steps would you start with to achieve this goal?

Case Study—

Mr. James is a 78 year old man who lives alone. Mr. James suffers from poor circulation in his legs. He has open sores on his ankles, which require dressing changes by a health aide. Mr. James' eyesight is poor even with his glasses. He walks with the assistance of a cane and, although he could leave his home with assistance, he feels unable to walk any distance.

Mr. James used to be very active, but has lost interest in most activities. During the health aide's visits he and the aide discuss current events. Mr. James listens to the radio and watches the news on television. He tries to read the newspaper, but can only read the large print. Sometimes friends visit him. About once a month, church members stop by. Mr. James used to attend church regularly, but he feels he can no longer attend because of his ankles.

1. Complete an assessment of Mr. James' recreational interests/needs.
2. What would be a realistic goal for Mr. James?
3. What steps would you start with to achieve the goal?

FEDERAL PROGRAMS

Most federal programs are mandated by the Older Americans Act of 1965 and its amendments. This act will be amended again in 1978 and major reorganizational changes are anticipated. The programs listed below by their program number in the Catalog of Federal Domestic Assistance, will in all likelihood be retained. You should, however, consult with the recommended information contact or your local Area Agency on Aging for updated reccomendations.

13.634 SPECIAL PROGRAMS FOR THE AGING TITLE III SECTION 308 MODEL PROJECTS ON AGING

(OAA Model Projects on Aging)

AUTHORIZATION: Older Americans Act of 1965, Public Law 89-73, as amended by Public Laws 90-42, 91-69, 92-258, and 93-351; and 94-135, Title III, Section 308.

OBJECTIVES: To demonstrate new approaches, techniques and methods which hold promise to contributing toward wholesome and meaningful living for older persons; improve the coordination and quality of social and other services for older persons.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Grants may be awarded for projects that develop, demonstrate, or study new and innovative methods, techniques, or approaches to: (1) coordinate the community's various social, health and welfare services so as to increase their efficiency for older people; (2) develop new services and new patterns of services to older people; and (3) increase older people's opportunities to participate in community life and retain social productivity. Program priorities are: (1) housing and living arrangements; (2) pre-retirement; (3) continuing education; (4) needs of the physically and mentally impaired; (5) ombudsman activities; (6) day care; and (7) improvements for minorities, limited English-speaking and rural elderly.

Applicant Eligibility: Any public or non-profit agency, institution, or organization, engaged in activities related to serving the needs of older people or the field of aging. Grants are not available to individuals, even though they may be affiliated with a public or non-profit organization. Contracts for selected purposes may be made with any public or private agency, organization or with any individual.

Deadlines: Applications deadlines are January 1, April 1, July 1, and October 1.

Range and Average of Financial Assistance: $25,000 to $300,000; $100,000.

INFORMATION CONTACTS:

Regional or Local office: Persons may consult the DHEW-OHD Regional Program Directors on Aging for Information.

Headquarters Office: Chief Research Applications Demonstrations, Administration on Aging, Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-2143.

13.635 SPECIAL PROGRAMS FOR THE AGING - NUTRITION PROGRAM FOR THE ELDERLY

(Aging Programs - Title VII - Nutrition)

AUTHORIZATION: Older Americans Act of 1965, Public Law 89-73, as amended by Public Laws 90-42, 91-69, 92-258, 93-29, and 93-351, and 94-135, Title III, Sections 701 et seq., 218-226, 81 Stat. 106-108, 82 Stat. 1101, 83 Stat. 108-115, 86 Stat. 88-95; 42 U.S.C. 3001 et seq.

OBJECTIVES: To provide older Americans with low cost nutritious meals, with appropriate supportive services, including health services, education and counseling, outreach socialization and recreation.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Local projects must provide a hot meal at least once per day, five or more days per week to people aged 60 and over and their spouses.

Applicant Eligibility: All states and territories with approved State Plans. A single State agency designated by the governor.

Deadlines: Set annually generally 60 days prior to the beginning of the fiscal year for which the State Plan applies.

Range and Average of Financial Assistance: $371,250 to $13,033,319; $2,651,785.

INFORMATION CONTACTS:

Regional or Local Office: Directors. Office of Aging. Administration on Aging, Office of Human Development Office of the Secretary, Department of Health, Education and Welfare. Regional Offices.

Headquarters Office: Office of State and Community Programs, Administration on Aging, Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0011.

13.636 SPECIAL PROGRAMS FOR THE AGING - RESEARCH AND DEMONSTRATION

(Aging Programs)

AUTHORIZATION: Older Americans Act of 1965, Public Law 89-73, as amended by Public Laws 90-42, 91-69, 92-258, 93-29, 93-351, and 94-135, Title IV B, Section 411.

OBJECTIVES: To develop knowledge of the needs and conditions of older persons, of aging processes, and of programs and services for improving their lives.

TYPES OF ASSISTANCE: Project Grants; Research Contracts.

USES AND USE RESTRICTIONS: Grants and contracts are awarded to support research and demonstrations on the social and psychological aspects of aging, and to gain information of relevance to carrying out the program priorities of the Administration on Aging as mandated by the Older Americans Act.

Applicant Eligibility: Grants may be made to any public or non-profit agency, organization, or institution, contracts may be awarded to any agency,

orginization, institution, or with any individual. Grants may not be awarded to any profit-making organization, nor to any individual, nor to a Federal government agency.

Deadlines: Established when grant applicaion guidelines are issued as part of the annual AoA Research Strategy, and through the issuance of (contract) request for proposals. Unsolicited proposals may be submitted at any time.

Range and Average Financial Assistance: Grants and contracts range from $5,000 for dissertation research support to $400,000 on an annual basis. The average award is about $100,000 a year.

INFORMATION CONTACTS:

Regional or Local Office: Directors, Office of Aging; Administration on Aging; Office of Human Development; Office of the Secretary, Department of Health, Education, and Welfare, located at all 10 HEW Federal Regional Offices may be contacted for information.

Headquarters Office: Division of Research and Analysis, Office of Research and Demonstration and Manpower Resources, Administration on Aging, DHEW, Washington, DC 20201. Telephone: (202) 245-0004.

13.637 SPECIAL PROGRAMS FOR THE AGING - TRAINING

(Aging Programs)

AUTHORIZATION: Older Americans Act of 1965, Public Law 89-73, as amended by Public Laws 90-42, 91-69, 92-29, 93-351, and 94-135, Title IV A, Section 401.

OBJECTIVES: To support activities that attract qualified persons to the field of aging, and train persons employed or preparing for employment in aging and related fields.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Funds must be used to benefit older persons by insuring qualified persons to staff aging programs. For example, developing and conducting in-service training for staff of State and area agencies on Aging; establishing career training programs at institutions of higher education including student traineeships; developing innovative curriculum materials; conducting conferences; and other activities related to attracting and preparing persons for work in the field of aging.

Applicant Eligibility: Grants may be made to State agencies on Aging; State or local educational agencies, institutions of higher education or other public or non-profit agencies, organizations or institutions; and contracts may be made with any agency, institution, or organization.

Deadlines: As prescribed by guidelines each fiscal year.

Range and Average of Financial Assistance: Career training awards $23,000 to $240,000. State Agency Awards $10,000 to $295,000. Curriculum and Manpower Development $27,000 to $120,000.

INFORMATION CONTACTS:

Regional or Local Office: Directors, Office of Aging, Office of Human Development, Office of the Secretary, Department of Health, Education, and Welfare, Regional offices.

Headquarters Office: Division of Manpower Resources, Office of Research, Demonstration, and Manpower Resources, Administration on Aging; Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-1268.

13.771 SOCIAL SERVICES FOR LOW INCOME AND PUBLIC ASSISTANCE RECIPIENTS

(Social Services)

AUTHORIZATION: Title XX, Part A, of the Social Security Act, Social Services Amendments of 1974; Public Law 93-647; 42 U.S.C. 1397.

OBJECTIVES: To enable states to provide social service to public assistance recipients and other low income persons directed toward one of the five goals specified in the law.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Federal funds may be used for the proper and efficient operation of social services programs to enable eligible individuals to become or remain self supporting and self sufficient; to prevent neglect, abuse or exploitation of children and adults; to prevent inappropriate institutional care; and to arrange for institutional care, when appropriate. Federal funds cannot be used for public education services that are generally available land acquisition or services provided by institutions to their immates. There are other restrictions with respect to medical care, room and board, day care services, in-kind matching, donated funds, and cash payments as a service. Fees must be charged for services provided to specified income eligible persons.

Applicant Eligibility: Designated Title XX State agencies in the 50 states and the District of Columbia.

Deadlines: State estimates are submitted quarterly as follows: February 15, May 15, August 15 and November 15.

Range and Average of Financial Assistance: $3,169,000 to $245,500,000; $47,000,000.

INFORMATION CONTACTS:

Regional or Local Office: Social and Rehabilitation Regional Commissioners, HEW regional offices.

Headquarters Office: Director, Division of Program Development, Public Services Administration, Social and Rehabilitation Service, 330 C Street, S.W., Washington DC 20201. Telephone: (202) 245-9237.

17.235 SENIOR COMMUNITY SERVICE EMPLOYMENT PROGRAM

(Senior Community Service Employment Program—Title IX)

AUTHORIZATION: Title IX of Older Americans Act.

OBJECTIVES: To provide, foster and promote, useful and part-time work opportunities in community service activities for low income persons who are 55 years old and older, and who have poor employment prospects.

TYPES OF ASSISTANCE: Project Grants (and Contracts).

USES AND USE RESTRICTIONS: Organizations which receive project grants or contracts may use the funds to create and pay for part-time community service job positions for economically disadvantaged persons aged 55 and above. The individuals who are employed may be placed in work assignments at established local service agencies (e.g. school, hospitals, day care centers, park systems, etc.) or may be given work assignments in connection with newly formed or innovative community service projects. A portion of project funds may be used to provide participants with training, counseling, and other supportive services. No more than 15 percent of the Federal share of the project costs may be spent for administration. Participants may not be employed in projects involving political activities, sectarian activities, or involving work which would ordinarily be performed by the private sector; nor may participants displace any employed worker or perform work which impairs existing contracts for service.

Applicant Eligibility: The following types of organizations are eligible to receive project grants: (1) States and agencies of a State, (2) Units of local government and their agencies, (3) Public and private nonprofit agencies and organizations other than political parties, (4) Federal establishments and agencies, and (5) Indian tribes on Federal or State reservations.

Deadlines: None.

Range and Average of Financial Assistance: Not calculated.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Office of National Programs, Employment and Training Administration, Department of Labor 601 D. St., N.W., Washington, DC 20213. Telephone: (202) 376-6093.

49.010 OLDER PERSONS OPPORTUNITIES AND SERVICES

(Senior Opportunities and Services (SOS)

AUTHORIZATION: Economic Opportunity Act of 1964, as amended by the Community Services Act of 1974, Title II, Section 222A(7), Public Law 93-644; U.S.C. 2809.

OBJECTIVES: This program is designed to identify and meet the needs of poor persons above the age of 60 in projects which serve or employ older persons as the predominant or exclusive beneficiary or employee group.

TYPES OF ASSISTANCE: Project Grant (and Contracts).

USES AND USE RESTRICTIONS: Such projects may seek to develop and provide new employment and volunteer services; effective referral to existing health, welfare, employment, housing, legal, consumer, transportation, education, recreational, and other services, stimulation and creation of additional services and

programs to remedy gaps and deficiencies in presently existing services and program; modification of existing procedures, eligibility requirements and program structures to facilitate the greater use of and participation in, public service by the older poor; development of all season recreation and service centers controlled by older persons themselves; and such other activities and services as are necessary or especialy appropriate to meet the needs of the older poor and to assue them greater self-sufficiency.

Applicant Eligibility: Private nonprofit and public agencies are eligible for CAP financial assistance. Grants are made both to broadly based Community Action Agencies (CAAs) representing an entire community and single purpose agencies. CAAs may delegate individual projects by contract to other agencies. Single-purpose agencies must submit project proposals to local CAAs for comment.

Deadlines: None.

Range and Average of Financial Assistance: $500 to $2,362,000; $35,000.

INFORMATION CONTRACTS:

Regional or Local Office: Applicants for Grants or Contracts should contact Older Persons Programs Specialist, Community Services Administration at the regional offices. Beneficiaries should contact Local Community Action Agency.

Headquarters Office: Older Persons Programs, Office of Operations, Community Services Administration, 1200 19th Street, N.W., Washington, DC 20506. Telephone: (202) 254-5400.

72.002 RETIRED SENIOR VOLUNTEER PROGRAM (RSVP)

AUTHORIZATION: Volunteer Service Act of 1973, Public Law 93-113, Title II, Part A.

OBJECTIVES: To establish a recognized role in the community and a meaningful life in retirement by developing a wide variety of community volunteer service opportunities for persons 60 years of age or over.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants may be made to established community service organizations (public or private non-profit) to assist in the development or operation, or both, of locally organized senior volunteer programs. This local community service organization develops a wide variety of volunteer service opportunities throughout the community, in hospitals, schools, courts, day care centers, libraries, etc. A local program also arranges for transportation for the RSVP Volunteers as needed.

Applicant Eligibility: Grants are made only to public and private non-profit organizations.

Deadlines: None.

Range and Average of Financial Assistance: $9,000 to $400,000.

INFORMATION CONTACTS:

Regional or Local Office: ACTION Regional Offices, and State Offices on Aging, usually in each State capitol.

Headquarters Office: Director, Older American Volunteer Programs, ACTION, 806 Connecticut Avenue, N.W., Washington, DC 20525. Telephone (202) 254-7310.

72.008 THE SENIOR COMPANION PROGRAM

AUTHORIZATION: Domestic Volunteer Service Act of 1973, Public Law 93-113, Title II, Part B, Section 211 (b), as amended.

OBJECTIVES: To provide part-time service opportunities for low-income persons age 60 and over and to provide supportive person-to-person services to persons (other than children) with special or exceptional needs.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: The grants may be used for: staff salaries, Senior Companion stipends, staff fringe benefits, Senior Companion fringe benefits, staff travel, Senior Companion transportation, physical examinations, at cost of purchase plus actual cost of laundering uniforms/smocks, equipment, space costs, etc. Assignment of Senior Companions to persons (other than children) with special needs may occur in residential and non-residential facilities and to older persons in their own homes. Funds are not available for construction.

Applicant Eligibility: Any public or nonprofit private agency or organization may appy. Applicants interested in exploring funding must prepare the "ACTION Preliminary Inquiry Form" (A-563) available from and to be submitted to ACTION Regional Offices. The standard application forms (ACTION Form A-263 and Form A-566) must be used for this program. Formal applications are submitted to ACTION when advised by the agency; a copy of the application is sent by the applicant to the State office on aging. An agency or institution which provides a program setting can not also serve as sponsor.

Deadlines: None.

Range and Average of Financial Assistance: $115,000 to $250,000 in fiscal year 1975.

INFORMATION CONTACTS:

Regional or Local Office: ACTION Regional Offices.

Headquarters Office: Director, Older Americans Volunteer Programs, ACTION, 806 Connecticut Avenue, N.W., Washington, DC 20525. Telephone: (202) 254-7310.